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ABSTRACT

The term, nontraditional doctoral program implies the primacy of student interests; the utilization of many modes for learning; the deemphasis of time, space and courses in favor of competence and performance. Features of various nontraditional doctoral programs in education are discussed in this symposium. The different programs vary with respect to their philosophy, requirements of the program, administrative structure, instructional methods used, and student role. Three major criteria for evaluating doctoral programs are presented: nature of the doctoral degree itself; basic approach to curriculum and instruction; and results of the program--personal, social, and professional outcomes.
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NON TRADITIONAL DOCTORAL PROGRAMS IN EDUCATION:
SUCCESS CRITERIA AND EVALUATION STRATEGIES

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Working Draft for Symposium. Excerpts from
this Draft will be presented to introduce
the symposium and raise questions for
panel members as well as specific presenta-
tion made by the author. The opinions expressed
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NON TRADITIONAL DOCTORAL PROGRAMS IN EDUCATION:
SUCCESS CRITERIA AND EVALUATION STRATEGIES

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In recent years over 30 non-traditional graduate programs have developed in the United States. The symposium will examine selected evaluation strategy issues and success criteria issues for non traditional doctoral programs in education. The symposium objectives are to provide for exchange of information on evaluation issues from different types of non-traditional doctoral programs.

One leader in higher education observed with pride that "none of the Harvard degrees at any level had any definite signification in regard to subjects of study or specific achievements." He went on to advocate a

non-traditional program with the following argument:

One of the great advantages of the system is that the intelligent, self-directing, responsible student can have all the advantages of freedom, while the irresponsible, thoughtless or lazy student can be made to do some work, without driving him to studies for which he has no capacity and in which he feels no interest. (Houle)

The system advocated above, described as "non-traditional," is the elective system. Its advocate was Charles Eliot, who as President of Harvard, initiated the elective system in 1908. (Houle, 1974)

The elective system was both functional and dysfunctional. It did not link instruction and evaluation. Its content was divided and refined into specialized units, and overlaid in various patterns. Refining requirements for a degree included establishing the following systems: "course credits"; concentration and distribution within a subject; majors and minors in the overall curriculum. Endless differentiation of status achievement, such as the grade point system, became a part of the "rites de passage" from lower to higher divisions and on into graduate school. The net effect was that the granting of a degree was based upon accumulating a suitable number of credit hours at an acceptable level of performance.

One may notice that the focus was upon teaching process and not learning process. This led to using discrete units in division of school subjects, semesters, and other patterns. Learning outside of schools was not divided by subjects and disciplines, yet the teaching was industrialized, mechanized, timed, scheduled, controlled, observed, and measured. .

In higher education, there is no single pattern for the doctoral degree. There is no single standard for a college degree. The doctorate continues the undergraduate pattern of accumulation of credit hours and grades in discrete courses. The standard graduate program includes not only time and accumulation of credits for courses, but comprehensive examinations that go beyond any one course content per se to deal with broad areas and to assess competence by examination at a given time.

Graduate programs in higher education have long sought to individualize or tailor their programs to respective candidates. At first blush, some of the elements of the non-traditional doctoral programs may seem similar to regular doctoral programs. Do they go beyond the usual barriers that the traditional programs have posed for students-- scheduling barriers, geographic barriers, the requirements for accumulating credits within rigid subject areas and time constraints?

Defining Non-Traditional Doctoral Programs

The panel will open by defining the nature of non-traditional doctoral programs, their emergence in recent years and a suggested taxonomy of program types. In higher education, there is a great deal of experimentation with program variations. Houle has stated that "a third of all American colleges and universities are probably now engaged in truly unconventional programs" (Houle, 1974). It has been claimed that graduate education's rhetoric purports to individualize programs and encourages self-directed, advanced study. The diversity of practices is such that one university's non-traditional program is another university's regular conventional program. Perhaps the semantic fog that surrounds the terms may be lifted during this symposium by stipulation.

The term "non traditional doctoral program" implies the primacy of student interests; the utilization of many modes for learning; the deemphasis of time, space and courses in favor of competence and performance. (Commission on Nontraditional Study, Diversity by Design, 1975). The programs

independent and individualized study. Many programs are interdisciplinary and interdepartmental in nature. Students participate in degree program planning. Generally residency, grading and degree requirements are liberalized.

Taxonomy of NonTraditional Doctoral Programs

John Valley suggested a taxonomy of non-traditional undergraduate programs in terms of six models, the Administrative Facilitation model; the Modes of Learning model; the Examination model, the Validation model, the Credits model, and the Complex Systems model. These six models attempted to describe program variations---where and when courses were taken, what range of options were offered, what modes of learning were utilized, how media or educational technology were integrated. Three of the models (Examination, Validation and Credits models) refer to competence and course assessment variations. The taxonomy did not attempt to classify the variations in programs by the types of major philosophic assumptions, nor the beliefs about the nature of learning nor the role of student participation in the programs. (Cross, 1973)

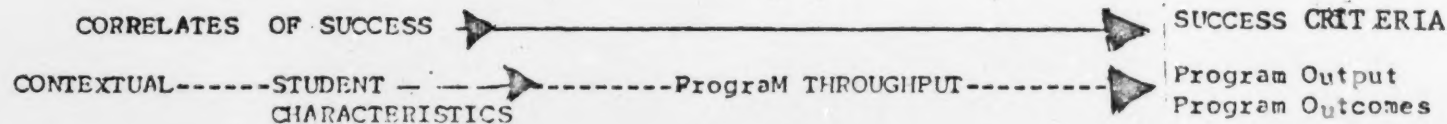
The taxonomy of doctoral program types developed for this symposium seeks to encompass an array of practices. It presumes that different programs are designed to reach specific types of clients. Some programs are based upon a distinct philosophic view about the nature of learning and instruction for older adults. Programs differ in their views regarding the doctoral program and degree, and the nature of the doctoral project, doctoral dissertation or thesis. Programs vary in their support structures, the processes used, alternative modes of learning and instruction, and the role of students in programs.

General Models about Non-Traditional
Doctoral Programs

- 1) There are programs that have general prescriptive requirements, but allow alternative means for accomplishment.
- 2) There are programs that provide only general categories with distribution requirements and options in line with various roles. Competencies are then specified in line with role relevant functions.
- 3) There are programs that have no general requirements and provide a wide range of options for establishing competencies for a given number of roles. They may use a combination of educational experiences, critical examination or critique of practices, creation of viable alternative practices, and a limitation of time, (e.g. seven years.)
- 4) There are programs that have no general requirements and provide a wide range of options with individual critical interest serving as the basis for selection of educational experiences that are undertaken. Development would be a major outcome of this option, with critique of perception. in relation to professional practice its main foci. There would be no time limit.

SUCCESS CRITERIA AND EVALUATION STRATEGIES

CONTEXT	INPUT STUDENT CHARACTERISTICS	PROGRAM THROUGHPUT	OUTPUT/OUTCOMES
I. Admission and Selection Orientation & Philosophy, Nature of Degrees Criteria & Decision.	I. Age, sex, marital status, race, SES.	I. Orientation Philosophy. Nature of Degree: Prof. Prac. Research, Knowledge, Service.	I. Success of graduates A. % of enrollees who graduate
II. Curriculum & Doctoral Study Thesis or Project. Its Nature & Place in Program.	II. Career Roles & Employment situation Type and Level of Responsibility.	II. Nature of Curriculum Type of Thesis or Doctoral Study Individualization of program of study. Program & degree decision making.	B. % of enrollees who complete initial study plan, but do not graduate.
III. Types of Degrees: Ph.D. Ed. D.A. Certification, Licences, Credentials.	III. Prior educational experience & performance & creativity.	III. Advising during degree study plan devel- opment & implementation. Mentor-student relationship; resource consultants, extra-university resources.	C. % of graduates for whom jobs have improved since gradua- tion
IV. Place of program within University & Community; links to professional practices and resources for study, e.g. computers, libraries, etc.	IV. Level of formal Educ. MA Equivalent.	IV. Modes of Learning & Assessment Styles & routes to learning. Types of credited experiential learning; integrated into study or education plans; travel, Work Experience, Credit by Exam. Regular course work; Individual Study; Internship; Peers & Preceptor. Learning Contracts. Validation & Credit/Transcript.	D. % of graduates who apply maj concepts & principles in vo
V. Selected Interest of Programs Problem areas for study Concentration & Specialities Interdisciplinary Teams for Development of Professionals.	V. Evidence of prior academic ability - GRE, MAT Writing quality.	V. Nature and role of student participation in program design. Social climate, goal review, facilitation of peers, Intellectual climate. Feedback for program improvement. Student power.	E. Other
VI. Quality of Faculty, Indicators used, Effectiveness & Social Benefits. Social Support & Fiscal Status of the University.	VI. Prior work & life experiences.	VI. Extent of access to faculty and other scholarly resources including internship, preceptors & special professional consul- tation & support services available. Use of professional & community resources during program implementation of study plan.	II. Effective use of professional community resources during program in study plan.
VII. University Program assessment, State Higher Education Review, External Review Boards, Accredi- tation Association Reviews.	VII. Other Dimensions: Mid-career changes, Time for Life style of student as Self-directed learner. Initial problem & interest area. Rationale for study in nontraditional program.	VII. Humaneness of Learning Environment. Quality of teaching, & Learning Climate. Nature of the learning environment.	III. Graduates rating of quality of program compared with other programs: Knowledge Individualization, Humanene etc.
	VIII. Projected Program Plan for doctoral study.	VIII. Accountability & Monitoring Programs Quality Control in process & products. Quality of degree plans, or study plan or individualized educational plan & products.	IV. Rate of acquisition or pace of study; modules per year.
	IX. Areas of concentration for study and faculty resources.	IX. Create new ventures-new social relations to production in education. What new or nontraditional processes.	V. Quality of degree plans Congruence with philosophy o individualization. Accountability & monitoring of program, its quality control of process & produc



Success Criteria and Evaluation Strategies

An overall summary of types of indicators in terms of context indicators, input characteristics, process or program throughput characteristics, and possible output and outcomes or program products has been developed. For this symposium, from the overall listing, three key criteria are discussed: (1) Nature of the doctorate, (2) Basic approach to curriculum and instruction, (3) Types of outcomes: personal, social, and professional.

Selections from the chart will be stated as questions in order to focus our discussion.

The symposium presentations will begin with a brief statement about the type of programs, the clients and candidates. Each panel member will discuss one feature of the respective program. Following this round of presentations, we shall all focus on some common areas of success criteria and evaluation strategies.

Success Criteria

Some common questions about doctoral programs may be stated in these ways:

- (1) What is the nature of the doctorate? Does the program emphasize a research degree? Does it emphasize professional and community service?
- (2) Is the doctoral program similar to the regular program as prescribed within the University, but flexible enough to provide different means to serve new clients?
- (3) What are the central conceptions of learning and instructional theory in the program?
- (4) What are the roles of students in the doctoral program?
- (5) Is the program designed to provide certification; and /or licenses as well as a particular degree—but with a particular philosophy designed to attract a select clientele (e.g. Humanistic psychology clinical Ph.D.)?
- (6) Are the programs concerned with new options and avenues to be used to achieve competencies for certification, licensure, or technical mastery?
- (7) Is the non-traditional doctoral program supported in its effort to implement an entirely new philosophy of education? Whom is the program designed to serve -- a rather select client group or many groups?
- (8) Are the programs concerned with enabling doctoral students to become more expert technically in professional work roles? To what extent are they concentrating on competencies beyond the job-work roles?
- (9) Does the program concentrate upon assumptions about mid-career leadership development? Does it take the form of examination of some facet of professional practice? Does it serve mid-career executives who are invited to examine some critical facet of their professional practice?
- (10) Are the innovative doctoral programs concentrating upon a given philosophic orientation and conception toward education, toward learning, and toward life?

First, the panel will open with Dr. Richard Allen, of Johns Hopkins University. He will describe their program which began to serve part-time students. The program is a variation of the extended campus approach which uses conventional classes with flexible scheduling but varies residency time and provides many modes for learning. It has prescribed curricula and degree requirements.

Second, Hendrik Gidenose, Dean of the College of Education at the University of Cincinnati, will describe the Student Initiated Programs in Co-Design Advocacy Committee.

Then, Dr. Stan Soles will describe the advisor mentor roles of the Doctoral Studies Program of Fairleigh Dickinson University built around the development of a critical study of an area of interest drawn from professional practice.

Next, Dr. Emily Feitretzer, Director of the Union Graduate Schools for Union for Experimenting Colleges and Universities will discuss aspects of a program that covers many states and has faculty from a number of institutions.

Then Dr. Renata Tesch, Professor of Fielding Institute in Santa Barbara will discuss selection and orientation procedures used in their workshops.

Dr. Bruce Hamilton of the New Program Office of Educational Testing Service, and Dr. Mervin Freedman of Wright Institute, Berkeley, California due to emergencies were unable to join the panel as scheduled.

Response to Part I --Excerpts given by Dr. Soles

Purposes of Doctoral Programs

The degree, Doctor of Education (Ed.D.) started at Harvard in 1920, is a professional degree. (S. H. Spun) Doctoral degree programs include: (1) encouraging research and scholarship; (2) preparing college teachers; (3) improving professional practices.

(1) The Fairleigh Dickinson University doctoral studies program, while it includes research as a possible option for study, is not primarily research oriented. Pursuit of scholarship is part of leadership studies. The Doctoral Project is part of the total educational plan of each candidate while it is one sixth of the credits, it frequently consume more time and energy than intended. The number and types of Doctoral Projects carried out are: Creative Action Demonstration Project (14), Historical and Case Study Inquiry, (16), Experimental Research, (5), Theoretical Study (4) and Artistic Projects (2) among the 41 graduates of the program. The projects represent the range of roles and professional practices included in the program.

(2) Many of the students in the FDU program are teachers and administrators in college faculties. This program enables them to view some central concerns of their professional role and to investigate carefully some phases of knowledge and professional practices in a systematic way over the course of their doctoral studies..

(3) Preparing practitioners to improve professional practices is a central function of the doctorate at FDU. The program is not used as a vehicle for certification, licensure or various credentials. Candidates already have many such credentials and the program urges candidates to look beyond the certification requirements, beyond the current regulations, to the impact of various programs and their consequences for clients, and to create alternative scenarios to be tried.

This emphasis upon educational leadership has two aspects, First, education is not limited to schooling, school settings, nor to cultural transmissions, but seeks human and social development, and cultural transformation in home, school, work, community, government and various places and structures. Students are drawn from a range of fields. Second, leadership includes being able to solve today's problems and, more importantly, to better solve tomorrow's problems. Narrow technical problem solving may lack attention to human values, so the program seeks to develop those interpersonal skills required in leadership, and seeks to raise questions regarding the values issues involved in actions.

Doctoral Program in Educational Leadership Fairleigh Dickinson

The doctoral program in educational leadership is a university wide program housed in the Sammartino College of Education employing faculty members and administrators from each college of three campuses of the University to serve as resources for doctoral candidates. The doctoral program presumes that full-time student roles are possible with full-time job roles when the educational program is individualized around central professional concerns about the larger work role. The program seeks to integrate a number of educational specialities rather than only one occupational speciality, and therefore seeks applicants from policy making positions on boards; administrative and management roles in schools, government agencies, and training or staff development roles in industry; research and development occupations; educational media. From this diversity of occupations, the program focuses around the common themes of pedagogical, educational practices within the larger occupational and social contexts. The program does not prepare candidates for specific certificates, licences or credentials, applicants with such interests are referred to other institutions. In this program the curriculum is individualized, there is one required course, the Core Seminar, the rest is undertaken in a combination of individual study, clusters, seminars, classes that are designed as resources and means to carry out the central focus of the student's educational plan of study.

The doctoral studies program at Fairleigh Dickinson University is based upon some key assumptions. It presumes that it is possible for students in full time jobs to pursue full time student roles if the program is related to the critical examination of some facet of the work role and professional concerns. The program selects students who have demonstrated scholarly and leadership capacity in their careers, and exhibit some degree of self-directed study and independence of thought. Applicants are expected to draw up a proposed educational study plan for their program of study built around central area of interest. The program selects a diverse student body drawn from many fields rather than one occupational speciality, with the belief that out of the diverse occupational roles some common facets of educational leadership will be identified.

POSITIONS HELD BY DOCTORAL CANDIDATES
February 1, 1977

Position	Educational and Human Service Agencies and Institutions									
	PUBLIC					PRIVATE				
	Federal	Regional	State	County	Local	College & University	College & University	Foundation	Industry	Other
Administrator										
Commissioner										
Dean-Director			3	2		2	3			3
Superintendent					2					
Supervisor-Coordinator		1	1		2	2			2	1
Principal					5					
Teacher										
Psychologist					5					
Social Worker				1						
Learning Disability Consultant										
Pre-School				1						
Classroom Teacher					7					
Professor						11	3			
Consultant								1		4
Staff Trainer									1	1
Guidance Counselling					2					
Librarian					1					
TOTAL	1	4	4	24	15	17	6	1	3	9

Non Traditional Education:

Learning Theory, Instructional Theory, and Adult Development

Learning theories are descriptive statements that seek to define the various psychological and physiological processes that occur when learning takes place. A theory of instruction, as Bruner pointed out, is a normative statement that suggests ways to optimize the learning act. Instructional theories are based in child development theories and designed for classroom settings. Many of the extrapolations that are taken from these instructional theories may not be appropriate for non traditional learning with special reference to experimental learning that occurs in life outside the classroom. The usual components involved in a theory of instruction emphasize the information to be gained by the individual. In this setting, perceptual and cognitive transformation moves to the symbolic. In experimental learning the sequence of what occurs in learning is reversed. In the non classroom situation: (1) some ongoing action is carried out, (2) observation of effects takes place, (3) some changes in behavior may result as one selects from the single instance and moves, or infers a general belief. (See Coleman in Keeton Experimental Learning, 1976). The point is that it is possible to get information as a basis for actions from classroom settings, and from life outside. The logic of the instructional theory in non traditional programs ought to take that into account.

Development as An Outcome of Graduate Education

In the past decade a number of programs have developed in response to demands for non traditional approaches in higher education. Chickering (1969) formulated two laws of student development in college as follows:

(1) Development occurs through cycles of differentiation and integration, and (2) The impact of an experience depends upon the characteristics of the person who encounters it. (p 316)

In the discussion of these principles, Chickering echoed the experience of students in non-traditional programs,

Differentiation and integration, challenge and response, are often accompanied by disequilibrium Development occurs when a student meets challenges that require new responses, and when he is free to give up earlier response patterns and defenses (p 292)

Non traditional programs generally presume the central importance of some type of learning theory or instructional theory that includes learning through life experiences that are critically examined.. Chickering (1976, in Keeton) pointed out the need for a framework for viewing adult development and summarized ten approaches. Argyris and Schon (1974) have pointed out that the dominant way that colleges, schools, businesses, legislatures, and social agencies are organized keep individuals from maturing with minimum control over their environment. They suggest Model Two with implications for non-traditional programs in terms of increasing professional competences and interpersonal effectiveness and organizational effectiveness. Non-traditional programs provide settings and learning climate for development to occur.

Identity as an Open Developmental Process

Non-traditional programs are based upon some assumptions about adult learners and mid-career development. In the doctoral studies program at Fairleigh Dickinson University the assumption is made that the candidate as a full-time students with a full time job role is able and eager to reflect, to critically examine some aspect of professional life. Indeed, the program may be said to agree with Berger:

Modern identity is *peculiarly open*.⁹ While undoubtedly there are certain features of the individual that are more or less permanently stabilized at the conclusion of primary socialization, the modern individual is nevertheless peculiarly "unfinished" as he enters adult life. Not only does there seem to be a great objective capacity for transformations of identity in later life, but there is also a subjective awareness and even readiness for such transformations. The modern individual is not only peculiarly "conversion-prone"; he knows this and often glories in it. Biography is thus apprehended both as a migration through different social worlds and as the successive realization of a number of possible identities. The individual is not only "sophisticated" about the worlds and identities of others but also about himself. This open-ended quality of modern identity engenders psychological strains and makes the individual peculiarly vulnerable to the shifting definitions of himself by others.¹⁰

Modern identity is *peculiarly differentiated*.¹¹ Because of the plurality of social worlds in modern society, the structures of each particular world are experienced as relatively unstable and unreliable.

(Berger & Berger 1973 p)

Application of Critical Inquiry, Development and Open Identity

In the Doctoral Studies program, the conception of learning and instruction includes the critical examination of experiential learning. In the program, the examination of facets of the work role, formulated in terms of critical issues, revised in terms of problems of study, then the context of the work, issues and problems are investigated. From a combination of action and reflection about consequences and scholarly reading about the history, social and cultural dimension of the areas of inquiry, the student develops and implements his educational plan. In this encounter, the student challenges concept boundaries, and a disequilibrium is produced requiring new responses. The review of the critical issues drawn from the work setting, and job role are enlarged and the problems are reformulated in the light of action, analysis, research and synthesis. Such a process is not limited to the classroom or direct experience in the work role per se. The student moves from equilibrium to challenge to disequilibrium and differentiates new sets of conceptual relationships. Students move from a structured view with the freedom the program provides to inquiry into new areas, They examine their current roles, work life and professional issues on many levels. Often, we have found the students eager to examine many issues of current practice, and in many cases their own sense of identity is viewed in open terms.

Critical Assessment Issues

What is creditable for doctoral level programs? Not all learning experiences and educational activities are creditable. Some are not doctoral level, but introductory information and knowledge in legitimate areas of inquiry of study. Some objectives may be made explicit prior to undertaking the learning activities, but other objectives may emerge in the course of the study. Doctoral level courses that are relevant to an individual's educational plan are creditable. Some of the course work may combine work-related experiences, but the doctoral studies program does not credit work experience per se. In terms of construct validity, credit for work experience along with academic courses seeks to relate theory and practice.

What constitutes evidence of learning? Students are expected to document, by various agreed upon means, their participation and reflection upon the meaning of the educational activities. Credit is not automatically given for some educational experience, some evidence of accomplishment of the learning and reflection is demanded in one form or another.

Equity in the assessment is a difficult matter

without a standardized system. Some measure of the extent and character of the learning acquired is required.

How are standards defined? In a program with a variety of learning experiences, the standards are adapted from the known traditions to the innovative practices.

What are valid educational experiences? The term "valid" is a value judgement made at the end of analysis, not at the start. We know that not all experience is educational, some life experiences may be educational, but not within an approved academic sense, and not educationally valid in line with the doctorate. For example, some work experiences may be carried out, but are not regarded as educationally valid, unless academically relevant outcomes of those experiences can be demonstrated.

Travel experiences may indeed add perspective to life, and may provide a person with a new outlook, etc., but not all travel is regarded automatically as producing outcomes that are academically relevant for a degree. Some travel experiences may provide a means for accomplishing educational objectives relevant to academic outcomes.

In the Fairleigh Dickinson University program, one of the pervasive characteristics of the program is the critical examination of experiences -- selections of broad range of work-related, job-related experiences, professional interface, infrastructure of schooling and education, or selected events and themes of the total cultural scene.

Part II Introduction to be followed by excerpts from below.

Evaluation Strategies.

Current non-traditional programs are transitional; they combine aspects of the regular programs within larger universities and link with regulatory apparatus external to their program site. In this light, there are three questions that depict the emphasis or strategy in evaluation:

1. Should non-traditional processes be emphasized in this formative stage with attention to quality control of in-put and program throughput?

2. Should non-traditional programs consider input aspects, non-traditional processes, and traditional outcomes with attention to quality control equal to the standards used in regular programs?

3. Should non-traditional programs consider input aspects, non-traditional processes, throughput of program and the value added as well as evidence of producing non-traditional outcomes with attention to quality control throughout the programs?

INPUT	P R O C E S S E S	P R O D U C T S
Student Characteristics		
1.	Non- Traditional	
2.	Non Traditional	Traditional Outcomes
3.	Non Traditional	Non-Traditional Outcomes

Strategies for Non-Traditional Programs

Some years ago, Hefferlin recommended that it would be wise to implement a new non-traditional program through a publicly supported institution rather than a private college or university. His rationale was that state regulatory agencies at that time were charged with regulating private colleges more often than public ones. The state agencies may apply outdated and irrelevant standards in their evaluation or review, but they may welcome the non-traditional variations and accept non-traditional criteria.

In regard to the regional accrediting associations, Hefferlin suggested that advocates of non-traditional programs should organize within already accredited institutions of which the new non-traditional program would be a small part rather than become the central singular focus. A number of non-traditional doctoral programs have been established and accredited as separate institutes rather than a part of the larger universities.

Hefferlin suggested that all nontraditional programs be prepared to challenge negative evaluations if their standards of quality at least match those of existing traditional programs. (See Hefferlin in Cross & Valley 1974)

Infrastructures and Evaluation Strategy

The infrastructure refers to the organization and programs that support the basic development of the non-traditional doctoral program. There are not only the primary groups of the students and faculty of the immediate program, but the respective personnel forming the links with the university at large. Many new programs built around an interdisciplinary faculty may be drawn from and eventually report back to other regular departments of the university. The rules governing the rest of the university operate in the non-traditional programs as well, with few exceptions.

Let's face it! The infrastructure has power to decide the continued existence of non-traditional doctoral programs. The infrastructure is not distant. It is a part of our own actions as participants in innovative programs. It is a part of the other sectors of the university. It is a part of the credit review process, the recording of credits on transcripts, and the program review by other departments and committees within the university and the support in line with the mission of the university or university system, let alone the state and regional accreditation bodies.

Hefferlin noted that the university graduate school had more restrictive power than all of the regulatory agencies and accrediting agencies combined (Cross, Planning Nontraditional Programs, 1974)

Internal Infrastructure: Dangers of Grading and Crediting Systems

Non-traditional programs may use a pass-fail grading system, but they usually convert grades into a standard crediting system. One may view grading and crediting in terms of the functions that are served. Exchanging information developing competencies, and mastering skills are standard educational objectives for which grades and credits are given. They certify authority figures avowals that students have performed at a given level of adequacy for a given period of time. How does the procedure work for the non-traditional programs? Is it a means of feedback regarding the degree of demonstrated mastery or learning?

In the grading system, it is an old story that students tend to withhold criticism or do not express differences of opinion for fear of jeopardizing their own grades. If a similar displacement takes place in non traditional programs, then the search for "credits" as with "grades" could displace the quest for learning. We should keep watch on the way that "crediting" structures the relationships in non-traditional programs. The result may be to encourage acquiescence and conformity unwittingly.

Non-traditional programs are linked to the larger infrastructure for the crediting of educational events, the

quest to acquire "credits" toward the "degree" may displace the learning per se. One danger in these programs is that while they are designed to encourage intrinsic enjoyment with learning critical reflection, and mastery in line with interests, yet extrinsic rewards creep in. As Bowles and Gintis have recently pointed out, it should be no surprise that the crediting practices, as the grading practices and attendance practices, reflect the demands of the larger work force preparing the candidates to exchange labor power for wages and lacking control over the production of the products they create. The larger system interpenetrates even into the non-traditional programs practices. (See Bowles and Gintis, 1976) Student barter for "credits" in the market.

In programs that are based upon a full time job and full time student role, the demands of both produce pressures upon family life, changes in life style are required. The pace of the implementation of a projected educational plan depends upon holding the work role steady, and developing the individualized student self-study role! If the pressures on the job escalate, then the pace toward completing the degree slows down.

Work-Role Focus, Steady State and Non Growth Field

Doctoral programs that attempt to mesh the doctoral study with the analysis of the work-role may presume a steady state in the occupational role. Today a moratorium and retreat from the work-job role may be a relevant escape into more meaningful reflection, before eventual return to professional chaos. The search for professionally relevant and interesting problem areas of critical importance to the field may not be central to the job. The administrative position held by the doctoral student may itself be under fire with fiscal cut-backs. The director of a program may find it phased out of existence before all the data for the study project are collected. The relevance of the work may be moot, since the program was not refunded. One hope is that the student is able to see the structural relationships and not merely his own job position. It is out of the crisis of education as a non-growth field that we may find some nontraditional outcomes.

In programs that are based upon a full time job and full time student role, the demands of both produce pressures upon family life. Changes in life style are required. The pace of the implementation of a projected educational plan depends upon holding the work role steady, and developing the individualized student self-study role! If the pressures on the job escalate, then the pace toward completing the degree slows down.

Entropy and Negative Feedback for Adaptive Programs

In nontraditional programs there are bound to develop some patterns of culture that may become rituals. Original intent may, over time, become modified and operationalized in many different forms. What are some of the contradictions implied by the nontraditional rhetoric that deserve attention in identifying evaluation strategies?

Efforts to individualize the interests of the candidate may become solopsthetic and thus an ontological exercise with a record of changing perceptions, reactions to educational events. This jeopardizes overall coherency and may even preclude a critique of the journey. A genuine phenomenological approach places great emphasis upon the importance of authentic choice and freedom.

The desire on the part of the faculty to encourage continuous growth, exploration and development may end up more as a series of limited probes into broad areas. The continued attention to integration of various educational events is a vital part of the mentor's role.

In non-traditional programs entropy may set in. The jargon and rhetoric may envelope the participants. Ongoing internal feedback from current students may help to keep the program adaptive and responsive to immediate needs, but the faculty and the university have additional obligations to maintain and to improve program operations and to secure external program support and viability.

Issues in Evaluation Strategy for Adaptive Growth

1. An evaluation strategy for many nontraditional programs requires that they recognize the larger context within which they operate. The programs have grown out of the desire of a few within a particular university. Support has developed, resistance has increased. Some faculty who started independent programs have left for another university frustrated with efforts to pursue what they believe, and they are convinced are sound approaches to meaningful educational goals. Short term support to originate and mount a program may not mean long term development automatically.

2. In regard to quality control, how does the program, the use of various media, and networks for learning, and adjunct faculty as tutors, mentors, and preceptors for interns work out when geographic distances separate faculty, and staff seminars of core faculty of program are infrequent?

3. What changes in program strategies are required by changes in client demand; as education becomes a non-growth industry, is it possible with a similar prototype to shift

4. What are comparable cost effectiveness ratios?
What is the critical fiscal support internal and external to the program? How important is financial aid for doctoral students?

5. To what extent does the program presume a steady state, a stable work role, and provide opportunity for full time employed professionals to learn from, about and beyond their work roles?

6. To what extent does the program allow for changing nature of the work role of candidates, or creation of new work roles within a turbulent field?

7. In line with a conception of leadership, to what extent does the doctoral program prepare its candidates for solving tomorrow's problems, as well as the technical problems of today's profession?

8 To what extent does the doctoral program provide for humanistic, liberating development as well as the technical mastery of important competencies in a given professional role?

9. To what extent are the purported non-traditional processes actually carried out? What documentation is made of the processes used? What beyond the internal evaluation reports of faculty and students? On the basis of non-traditional processes, what are some of the outcomes that we may claim are influenced by the non-traditional processes without overemphasizing the doctoral project, theses or dissertations as in the traditional programs?

Infrastructure-Accreditation

Accreditation associations serving as independent bodies are part of the infrastructure and a critical factor in the consideration of an evaluation strategy.

The coordinating body for the seven regional commissions that evaluate colleges and universities - has adopted this official policy statement on innovation:

"The Federation of Regional Accrediting Commissions of Higher Education welcomes perceptive and imaginative experimentation which aims at intensifying the effectiveness of higher education. The Federation supports no particular theories or style of education or organization. Neither does it prescribe specific rules or formulas. It is cognizant that special requirements may pertain to some institutions, but these should not be permitted to inhibit new approaches and emphases in their educational programs. The Federation insists only that new departures or adaptations be consistent with an institution's purposes and objectives as originally established or as modified to accommodate new conditions (1970)."

The Council of the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) in March 1973. Two of the key provisions of that statement read as follows (pp. 1-2): "(1) When degrees based heavily on nontraditional patterns of study are offered, evidence will be required that the degrees are awarded on the basis of definite criteria and demonstrated competency commensurate with the level and nature of the degrees. (2) The appraisal, evaluation, or examination procedures of an institution must be conducted with a high degree of objectivity, with due regard for maintenance of honesty and security, and with explicit statements of criteria and standards for judging satisfactory performance. The learner's self-appraisal of the worth of the learning experience is a valuable, but not sufficient, basis for awarding credit or a degree."

Accreditation usually operates within the goals established by the programs and the mission of the university. It is important to recognize that accreditation by state and

private regional groups may change criteria and move away from goals of nontraditional programs. Current efficiency and cost effective measures may rank higher today in review than other quality indicators. Accreditation criteria, however, could help new programs by waiving certain criteria and by providing options and equivalents to such requisites as conventional library arrangements.

A recent study for the Council of Graduate Schools advocated multi-indicators as fairer, more useful and would reduce the "halo" effect used by the ratings by larger school programs in judging quality of graduate education programs. The report suggested indicators that have special relevance to non-traditional programs: (1) outcomes were related to the quality of the students as indicated by prior academic performance, commitment and motivation, but not GRE scores. (2) the quality and humaneness of the environment within the program were measured by the nature of the learning as reported by the students, and the faculty access and concern for students; (3) the nature of the work environment for faculty was considered. The authors commented on the differences between rhetoric and actual accreditation practices as follows:

State agencies and national councils call for program reviews that consider mission, need, cost, productivity, as well as quality... The importance of quality is emphasized in the rhetoric, but the review procedures suggested almost always concentrate on the available quantitative measures, such as the numbers of students, number of degrees granted, or national reputation ratings in the field rather than come to grips with what quality really means in graduate education. (See Clark, Harnett, Baird

Avoiding Fallacies in Non-Traditional Programs

Non-traditional programs operate within traditional infrastructures in many situations, and are required to demonstrate quality performance in line with traditional criteria. Non-traditional programs are faced with a number of dilemmas that must be resolved if the programs are to remain viable. Persell (1976) demonstrated that the normative climate and social factors of the graduate program have influence upon career outcomes. These include the actual experiences of socialization in graduate school, career orientation toward research, and actual research experiences in graduate school as well as ability.

The fallacies of some regular programs which led faculty to start non-traditional programs may be listed and these pitfalls avoided. First, we can try to avoid the empiricist fallacy that data are simply "given" or "facts are facts". Non-traditional programs may invite critical examination of the world the everyday experiences as subject for study and analysis. As Blummer explains: "The empirical social world, in short, the world of everyday experience, the top layers of which we see in our lives and recognize in the lives of others." (1966 p. 22)

One of the problems in evaluation of non-traditional programs is that the interdependence of internal processes with the larger overall environmental context cannot be viewed as a steady stable state of affairs.. In fact, the environmental context in which organizations exist are themselves changing, at an increasing rate and toward increasing complexity. As Emery and Trist have stated, the most complexly textured environments are "turbulent fields" in which the dynamic processes arising from the field itself creates significant variances for the component systems, (Emery & Trist 1965 Human Relations 18, 21-32)

The quest in evaluation strategies to deal with internal processes neglecting the interdependence with the turbulent nature of the overall environmental context presumes that individual programs by their own efforts will successfully adapt to the changes in size, but not complexity and increase in uncertainty. In essence, nontraditional programs may be examples of efforts to design organizations that will sanction, protect and support ideal seeking behavior. The emphasis upon the individual in these programs posits the idea that only individuals can be ideal seeking, and can sustain ideal seeking only temporary, and it is within the social context of group life that ideals emerge. In short, the adults in the non-traditional programs are educators in the process of realizing their chosen program designs.

Second, we can teach that our conscious choice of units of analysis must be made in line with some theory and frame of reference. Every empirical science has a qualitative base. Many of our perceptions of the world are developed through social interactions with others. As Berger and Luckmann(1966) state: "Everyday life presents itself as a reality interpreted by men and subjectively meaningful to them as a coherent world." (p. 19)

The qualitative base sets the problems to be studied. What is meaningful and important is socially defined. The qualitative base sets the methods of study. The selection of proper units of analysis are a result of selection of qualitative objects observed, prior to counting and categorizing. The interdependency of quantitative and qualitative methods to research is vital. As C. Wright Mills called for sociological imagination in which we let the problem determine the method rather than limit approaches to one dominate form or one method. Knowledge about the contributions of science, the limits of science and the uses of dialectic thinking could constitute three important features in doctoral programs.

Next, it is important to show ways of avoiding the passive observer fallacy which presumes only a monitoring of operations and include explicit statements about our roles. Fourth, we recognize the power of language and the objectification fallacy, were in the words of Wittgenstein, "We predicate of the thing that lies in the method of representing it." (Philosophical Investigations #104 p.46) Fifth, we cannot restrict our research to the laboratory but must be carried out in real life educational settings. (See Bronfenbrenner, 1976) Otherwise we commit the historical or contextual fallacy by presuming social constants in a world of change. Sixth, the extreme forms of operationalizing and specification commits the representational fallacy. Non-traditional programs urge students to detect reification in thinking, and to accept personal freedom and responsibility on ethical and moral issues in professional practices. In contrast, the

traditionalist following the logic of specification, selection of indicators, the scheduling of observations and the measurement in terms of numbers are mistaken for the whole story. These fallacies of reductionism, the atomism, the simplification, the extreme operationalism all too frequently ignore that the whole is more than the sum of its parts. They ignore that the overall functional whole may be more important focus, rather than the escape into methodology and simplistic thinking that avoid attention to social and political context of events.

The effort in non-traditional programs may well be to clarify and to rediscover a range of human action, collective responsibility and ethical concerns all too frequently obscured by regulations, procedures, routines, and an obsession with method and technique. (See James March 1976)

In the non-traditional programs, attention can focus on context, explore implications of alternative changes in practices. The effect can be to increase attention to human actions and current practices. These programs do not claim ethical neutrality, but rather express ethical commitments, question the larger institutional contexts, existing distributions of power, and view the dynamics of and interests that operate, with the possibility of alternative institutional and organizational arrangements explored.

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